

Implementation Drivers - Best Practices for Coaching

National Implementation Research Network

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The Implementation Drivers are processes that can be leveraged to improve competence and to create a more hospitable organizational and systems environment for evidence-based programs or practices or other innovations (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). Since sound and effective implementation requires change at the practice, organization and systems levels, processes must be purposeful to create change in the knowledge, behavior, and attitudes of all the human service professionals and partners involved.

The Implementation Drivers are reviewed here in terms of ‘best practices’ to improve and achieve competence and confidence of the persons designated to coach those who will be involved in implementing the new way of work and the schools, districts, and TA efforts that host and support new evidence-based classroom and school-wide interventions. The focus of this Best Practices Template is on Coaches who develop competency of teachers and other school staff – coaching for competence.

It is recommended that an Implementation Team that knows the new intervention well use this tool as a way to discuss the practice, organizational and systems change they are guiding with respect to developing a coaching model, improving coaching skill and ability, and ensuring sustainability of the coaching functions. Depending on the “WHAT” – that is, the EBP or innovation, the team may need to involve the program or practice developer to incorporate the recommended coaching model. If the developer or “purveyor” does not have a recommended model to coach for competence, then the Implementation Team will need to develop the coaching model. The Implementation Drivers can help the Implementation Team think about the coaching model and how they can help develop high quality effective, coaching services and supports that contribute to program and practice effectiveness. They can also “score” each Driver in terms of how focused the Driver is on Implementation.

The Team using the Checklist also will want to discuss the importance and perceived cost-benefit of fully utilizing the best practices related to each Driver as well as the degree to which the Team has ‘control’ over each Driver and the associated ‘best practices’. When the best practices cannot be adhered to, then the Team needs to be confident that weaknesses in one Driver are being *compensated for* by robust application of other Drivers to produce and sustain high quality, effective coaching. For example, if skill-based training is not offered with qualified behavior rehearsal leaders who know both the intervention well and the coaching processes, then there will need to be a greater emphasis on the Selection of Coaches and on providing support and feedback for coaches in the field, that is coaching for coaches, in order to “compensate” for the weakness in the Training Driver (e.g. lack of practice with skilled feedback providers).

Overall, these Drivers are viewed through an Implementation Lens – after all most organizations, including schools, would say that they already recruit and select staff, provide orientation and some training, supervise their staff, etc. But what do these Drivers look like when they are focused on *effective implementation practices* designed to create practice, organizational, and systems change. And specifically for this tool, *effective implementation practices* designed to create high quality coaching, develop organizations (e.g. schools and

Districts) that support such coaching models, and that promote systems change to incorporate the funding for, time for, and evaluation of coaching routines.

EBP or Innovation: _____ Position: ____ Coach _____	<i>In Place</i>	<i>Partially In Place</i>	<i>Not In Place</i>	Notes:
Recruitment and Selection:				
Job description clarity re: accountability and expectations				
Pre-Requisites are embedded in the role/job description related to:				
a) The EBP or innovation (skills and knowledge)				
b) Required coaching experience and skills				
Interactive Interview Process:				
• Behavioral vignettes				
• Behavior Rehearsals				
• Assessment of willingness to accept feedback				
• Assessment of ability to change own behavior based on verbal feedback				
Interviewers understand the skills and abilities needed related to the ebp and to coaching and can assess applicants accurately.				
Feed forward of interview data to those responsible for training and coaching coaches				
Feedback and data collected from exit interviews, training data, opinions of coaches of coaches, and coaching evaluation data to evaluate effectiveness of this Driver in selecting qualified persons to provide coaching services				
<i>Percent of Recruitment and Items in Each Category</i>				
	<i>In Place</i>	<i>Partially In Place</i>	<i>Not In Place</i>	Notes:
Pre-Service and In-Service Training for Coaches:				
Timely (criteria: Training occurs before the coach is expected to provide services)				
Theory grounded (adult learning processes used)				
Skill-based				
• Behavior Rehearsals vs. Role Plays				
• Qualified Rehearsal Leaders who are Content and Coaching Experts				
• Practice to Criteria				
Feed Forward of pre/post training data to those who will be supporting, coaching, and supervising coaches				
Feedback of pre/post training data to those in charge of Recruitment and Selection of coaches				
Outcome data from training collected, analyzed, and used to improve future training				

a) Pre-Post Knowledge gains				
b) Videotaped scoring of coaching skills pre and post training				
c) Post-event debriefing of trainers to review pre-post data and make improvement plans (PDSA)				
Trainers have been trained and coached for their roles:				
a) As presenters				
b) As behavior rehearsal leaders				
c) To lead any exercises				
Percent of Training Items in Each Category				
	<i>In Place</i>	<i>Partially In Place</i>	<i>Not In Place</i>	Notes:
Supervision and Coaching of the Coaches:				
Written Coaching Service Delivery Plans:				
a) For the Coaches to provide support and feedback to teachers or other “practitioners”				
b) For the Coach of Coaches to provide support and feedback to coaches				
Use of multiple sources of information (e.g. data, observation, permanent product, self-report):				
a) Used by coaches to give feedback to teachers				
b) Used by Coach of Coaches to give feedback to coach				
Direct observation of implementation of the coaching processes (in person, audio, video)				
Coaching data reviewed to improve other Drivers				
Accountability structure and processes for Coaches				
• Regular review of adherence to Coaching Service Delivery Plan				
• Multiple sources of information for feedback to coaches				
○ Satisfaction surveys from those being coached				
○ Observations and feedback from expert coach or qualified peer coach				
○ Fidelity measures of those being coached (e.g. is coaching being done as intended)				
Percent of Supervision and Coaching Items in Each Category				
	<i>In Place</i>	<i>Partially In Place</i>	<i>Not In Place</i>	Notes:
Performance Assessment – Fidelity to the Coaching Model:				
Written policies, procedures exist related to performance assessment procedures and criteria				
Transparent Processes – Orientation for new coaches to				

their performance evaluation process and procedures				
Fidelity measures of 'coaching as intended' are correlated with teacher and program fidelity measures and used to improve coaching processes				
Use of Appropriate Outcome Data Sources (e.g. link of student outcomes to teacher fidelity to coaching fidelity)				
Positive recognition processes in place for active and constructive participation in the performance evaluation process				
Informs other implementation drivers (e.g. how are Selection, Training, and Coaching of Coaches supporting high fidelity of coaching processes)				
Percent of Performance Assessment Items in Each Category				
	<i>In Place</i>	<i>Partially In Place</i>	<i>Not In Place</i>	Notes:
Decision Support Data Systems:				
Includes intermediate and longer-term outcome measures of coaching (e.g. teacher fidelity and student outcomes)				
Includes process measures (fidelity to the coaching processes)				
Measures are viewed as "socially important" (e.g. student achievement as a socially important measure linked to teacher fidelity linked to coaching fidelity)				
Data are:				
• Reliable (standardized protocols, trained data gatherers)				
• Reported frequently (e.g. weekly, quarterly)				
• Built into practice routines				
• Collected at actionable units (e.g. practitioner, client, "unit")				
• Widely shared				
• Used to make decisions				
Percent of Decision-Support Data System Items in Each Category				
Quality Implementation Score Summary: Average Percent of Items in Across Seven Implementation Drivers for Each Category				

	<i>In Place</i>	<i>Partially In Place</i>	<i>Not In Place</i>	Notes:
Facilitative Administrative Supports:				
An internal implementation team within the host agency (e.g. school) is formed and reviews coaching routines, fidelity to the coaching model, and coaching outcomes				
Solicits formal feedback (e.g. satisfaction surveys) from teachers who receive coaching services				
The implementation Team solicits feedback from coaches regarding barriers and facilitators to:				
a) implementation of the EBP or innovation with fidelity				
b) implementation of the Coaching Service Delivery Plan with fidelity				
Reduces internal administrative barriers to quality coaching services and high fidelity implementation of the coaching model				
Revises policies and procedures to support both the EBP or innovation and the coaching system				
The Team uses feedback and data to make changes in the Implementation Drivers that support high quality coaching (e.g. how can we better recruit, select, train, coach, monitor fidelity of coaches)				
Percent of Performance Assessment Items in Each Category				
	<i>In Place</i>	<i>Partially In Place</i>	<i>Not In Place</i>	Notes:
Systems Intervention at the Organizational Level:				
Leadership matches level needed to intervene (e.g. Principal may need to approach District)				
Engages and nurtures multiple “champions” and “opinion leaders” related to high quality coaching				
Objectively documents barriers to effective and timely coaching				
Makes constructive recommendations to improve coaching access and services				
Develops formal processes to establish PEP – PIP cycles:				
a) From Teachers to School Implementation Team				
b) From School Implementation Team to District				
Creates time-limited, barrier busting pilots				
• Uses Transformation Zones to try out improvements of coaching processes				
Creates optimism and hope!				
Percent of Performance Assessment Items in Each Category				

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